1914

EMERSON COLLEGE OF ORATORY

BOSTON, MASS.

"For of the soule the bodie forme doth take;
For soule is forme, and doth the bodie make."

—Edmund Spenser

THIRTY-THIRD

ANNUAL CATALOGUE

OF THE

EMERSON COLLEGE

AND THE

BOSTON SCHOOL OF ORATORY

BOSTON

1914

Calendar

For 1914 and 1915

Registration Day

Monday, Sept. 21, 1914.

First Semester

Opens Tuesday, Sept. 22, 1914; Autumn Recess, Nov. 28 to Dec. 1, 1914; Winter Recess, December 19, 1914, to Jan. 5, 1915. Mid-Year Examinations, Jan. 12–16, 1915; First Semester closes Jan. 16, 1915.

Second Semester

Opens Tuesday, Jan. 19, 1915; Spring Recess, Feb. 27, to March 9, 1915; Final Examinations, April 27 to May 1, 1915; Second Semester closes May 7, 1915.

Summer Session

At Boston, Mass., opens July 6, 1914, closes July 31, 1914.

At Knoxville, Tenn., opens June 23, 1914, closes July 31, 1914.

The college opens each morning, during five days of every week in the scholastic year, Tuesday to Saturday inclusive, at 9 a.m.

The office of the College will be open every day during the year, Sundays and holidays excepted.

The Dean will be at the office of the College every day, beginning September 15.

Officers

HENRY LAWRENCE SOUTHWICK, *President*

HARRY SEYMOUR ROSS, *Dean*

CHARLES WINSLOW KIDDER, *Registrar*

ISSACHAR H. ELDRIDGE, *Treasurer*

JESSIE ELDRIDGE SOUTHWICK, *Preceptress*

ELIZABETH M. ROGERS, *Associate Preceptress*

REV. BENJAMIN D. SCOTT, *Chaplain*

Trustees

WALTER BRADLEY TRIPP

HARRY SEYMOUR ROSS

CHARLES WINSLOW KIDDER

WILLIAM HOWLAND KENNEY

HENRY LAWRENCE SOUTHWICK

Faculty of Instruction

1913—1914

HENRY LAWRENCE SOUTHWICK, *President*

Oratoric and Dramatic Delivery; English Literature; Extemporaneous Speaking; Debate; Shakespeare.

HARRY SEYMOUR ROSS, *Dean*

Rhetoric; English Language and Literature.

EBEN CHARLTON BLACK

Poetics; English and American Literature.

WILLIAM G. WARD

English Literature; Psychology, Logic, Debate.

WALTER BRADLEY TRIPP

Dramatic Interpretation; History of Drama; Impersonation; Analysis.

CHARLES WINSLOW KIDDER

Vocal Physiology; Hygiene of the Voice; Acoustics.

SILAS A. ALDEN, M.D.

Applied Anatomy; Hygiene; Physical Training.

WILLIAM HOWLAND KENNEY

Technique of the Voice.

JESSIE ELDRIDGE SOUTHWICK

Voice Culture; Ethics; Shakespeare.

LILIA ESTELLE SMITH
History of Education; Pedagogy; School Management.

FOSS LAMPRELL WHITNEY
Personal Criticism; Evolution of Expression.

MAUD GATCHELL HICKS
Dramatic Literature and Interpretation, Pantomime

AGNES KNOX BLACK
Literary Interpretation; Analysis; Reading as a Fine Art.

GERTRUDE McQUESTEN
Technique of the Voice; Articulation; Interpretation.

GERTRUDE CHAMBERLIN
Browning and Tennyson; Eighteenth Century Literature.

ELVIE BURNETT WILLARD
Lyceum and Concert Reading; Instructor in Repertoire.

PRISCILLA C. PUFFER
Gesture; Elocution.

HARRIET C. SLEIGHT
Anatomy; Physiology; Hygiene; Interpretation.

ROBERT HOWES BURNHAM
Dramatic Training; Make Up.

ELSIE R. RIDDELL
Gymnastics; Fencing; Aesthetic Dancing.

Lecturers

JESSIE ELDRIDGE SOUTHWICK
Education of Character through Expression.

EDWIN D. STARBUCK
Hidden Sources of Æsthetic Enjoyment.

WILLIAM G. WARD
Michael Angelo.

HENRY LAWRENCE SOUTHWICK
Hamlet, the Man of Will.

LEON H. VINCENT
Scotch Sentiment and Humor; J. M. Barrie.

HOMER B. SPRAGUE
The Book of Job.

WALTER BRADLEY TRIPP
Founder's Day Address.

CHARLES FLEISCHER
Democracy and Woman.

EDWARD HOWARD GRIGGS
Great Moral Leaders; Savonarola.

FREDERIC J. STANLEY
Supremacy on the Pacific—Oriental or Occidental?

Recitals

Dramatic Masterpieces

"The Merchant of Venice" ..... *Shakespeare*
Jessie Eldridge Southwick

"Colombe's Birthday" ..... *Robert Browning*
Gertrude McQuesten

"Richelieu" ..... *Bulwer-Lytton*
Henry Lawrence Southwick

"The Critic" ..... *Sheridan*
Charles Townsend Copeland

"The Taming of the Shrew" ..... *Shakespeare*
Walter Bradley Tripp

"Pélléas and Mélisande" ..... *Maeterlinck*
Agnes Knox Black

Design of the College

THE Emerson College of Oratory, established in 1880, is the largest institution of its kind in the world. It is primarily a school for personal culture. It seeks to awaken in the student of expression, whether he aims to be a creative thinker or an interpreter, a realization of his own potentialities, and to give such direction to his training that he may attain them. While conserving the best traditions of the past, the college stands for thorough investigation, the most advanced educational methods, and the highest professional standards and ideals.

The work that Emerson College has done and is doing is unique. While it is called a College of Oratory, and while it emphasizes the teaching of the spoken word by careful scientific training in public speaking, it is also a school of *belles-lettres*, a school of physical training, and a school of pedagogy. It trains speakers and platform artists; it sends forth annually a large number of teachers to colleges and to normal and secondary schools in all parts of the United States and Canada.

The personal and literary culture afforded by the curriculum are of highest value, not only to those who have a professional end in view, but to men and women who do not intend to make oratory a specialty. It is self-evident that a strong personality, a cultured and noble manhood, is infinitely superior to any tricks of voice or gesture. When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory. "The greatest thing in oratory is the orator."

Location

THE college is located at Huntington Chambers, one of the handsomest and best appointed of Boston's new buildings. Situated on Huntington avenue, near Copley square, it is easily accessible from all railroads leading into the city, and cars to all points pass close to its doors. Within a few minutes' walk of the Fens, the new Museum of Fine Arts, the new Opera House, the new Symphony Hall and the beautiful new hall of the Horticultural Society, and situated almost directly across the street from the Public Library, the college home is in the artistic and literary centre of Boston.

THE Emerson College has an excellent reference library. The books are carefully selected with a view to the needs of the students and the specialized work pursued. Students have access, free of charge, to the Boston Public Library, containing over 800,000 volumes. The Boston Art Museum is free to students. This contains a large number of rare and beautiful works of art by the great masters of sculpture and painting, and has a department of archæology and antiquities which has but few equals. The earnest student will find a liberal education in the literary, historic, and artistic advantages offered by Boston and vicinity, aside from the special benefit to be derived from a course pursued in any of its schools.

Requirements for Admission

APPLICANTS for admission to the college are required to present two or more testimonials of good moral character from persons of recognized standing. Applicants for the Professional and Teachers' Diploma must have had a high-school course or its equivalent. They must present certificates of scholarship and standing from the schools most recently attended. In cases where the certificate is not presented, or is not conclusive evidence that the candidate has attained the standard prescribed, an entrance examination will be required.

Should the applicant be unable to present the required certificate or to pass a satisfactory examination, he may, nevertheless, at the discretion of the officers of the college, be admitted to the regular classes as a probationary student, on the condition that his deficiencies be made up by extra study. Under no circumstances, however, will a student whose entrance requirements have not been made up be permitted to receive a Professional and Teachers' Diploma.

Deficiencies in preparatory work may be made up under skilled instructors at reasonable rates, while the student is pursuing the regular courses of the college.

Advanced Standing

Graduates of colleges of the first rank may be given credit for work previously accomplished, and thus be able to complete the course in two years.

Graduates of other schools of expression, and students who have pursued advanced courses in oratory and elocution, may also apply for advanced standing. In every instance the applicant is required to present credentials covering the work for which credit is asked, and may be required to submit to an examination before a committee of the Faculty.

Beginning with the fall term of 1914, every applicant for a diploma must complete at least two full years of work as a resident student of Emerson College.

Requirements for Graduation

Special Students

Applicants who, instead of taking the regular prescribed course for graduation, desire to pursue elective studies as "special students" will be required to give evidence satisfactory to the Faculty that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship equal to the average standing of the regular students in those classes. No diploma or certificate will be given to any student who has not completed the required amount of work prescribed by the college. Special students are under the charge of a committee of the Faculty, and are subject to all the regulations of the college.

Time Required to Complete Courses

While students entering with "credits" may, as stated, be accorded "advanced standing" and thus enabled to complete the work in a shorter time, regular students entering without such "credits" will complete the course in four years. In case of special proficiency, close application and the maintenance of a sufficiently high average grade in studies, the course may be completed and the Professional and Teachers' Diploma (hitherto ranking as a post-graduate diploma) be attained in three years. Students who have not completed high school requirements but who desire to secure a Professional and Teachers' Diploma, may enter with less preparation, regard the first year partly as a Sub-Freshman year, and thus have the advantage of longer time both for development of expressional power and for the completion of high school requirements. Students unable to give the time or to meet the requirements of the complete course, may nevertheless be candidates for a Certificate.

Certificates and Diplomas

Students who have completed three years of required work, including a minimum of two thousand periods, and have passed a satisfactory examination, will upon application receive a Certificate. Completion of a high-school course or its equivalent, will not be insisted upon as a prerequisite for the attainment of this Certificate.

Students who have completed a high school course, or its equivalent, and who have also completed the full course, embracing the studies of the seven groups, including a minimum of twenty-five hundred hours, and have passed satisfactory examinations will receive the Professional and Teachers' Diploma.

Graduates of colleges of first rank may receive the diploma in two years.

Regulations

A DEFINITE educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. The regulations are few and fundamental. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or shows that he has no proper appreciation of his opportunities, or whose presence and influence are harmful to the institution, may be excluded at any time from the work of the college. In case of required withdrawal, no money will be refunded.

Both regular and special students are under charge of a Committee of the Faculty. Each student is under the particular supervision of a member of this committee, who acts as his adviser. All students while pursuing courses at the institution are required to comply with such fundamental rules for their government as may be prescribed by the Officers of Supervision.

Every Freshman and special student, upon entering, is required to matriculate and submit his choice of studies to his Adviser, under whose general supervision his work is to be carried on.

After registration, which is required of all students at the beginning of each scholastic year, each student must submit his registration slip to the Treasurer and pay his tuition, or give satisfactory security for the payment of his term dues. He will then receive a card admitting him to a given course. Students will not receive instruction until they have secured these cards. Tuition paid for instruction, which a student,

because of illness, has not received, will stand to the credit of said student until he is able to return and re-enter the classes. No money will be refunded except in cases of twelve months' illness.

Conferences between the Dean and representatives chosen by the several classes will be arranged each term, in order that matters of interest to the classes may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the Faculty.

General examinations of all pupils are held at the end of each half-year by members of the Faculty in each department. A careful record of the progress of each pupil is kept, and, together with the examinations, determines the standing of the pupil for promotion or graduation.

Presence at morning chapel exercises is required of all students in the regular course.

Students are required to be prompt and regular in their attendance upon all classes in the courses upon which they have entered. Absence from class must be satisfactorily explained to the teacher in charge. A record of attendance will be kept, and lost lessons must be made up. It is hoped that parents and guardians will concur with the Faculty in their opinion of the inexpediency of granting leave of absence except for extraordinary reasons.

All matters of college business must be arranged at the office and not with teachers.

No regular students are permitted to take work in or visit classes in advance of those in which they are graded.

Students who desire medical advice should apply at the office where they will be directed to reliable doctors for consultation.

Patrons and friends of the school are cordially welcomed. They must register at the office, however, before being admitted into the classes. Students are not permitted to take visitors into classes and recitations, but are required in all cases to introduce them at the office, whence they will be conducted to classes, and be shown every courtesy.

Tabulated View of Groups and Courses

	First Year	Hours per week
	Opening Exercises	5
II 1	Acoustics	1
II 3	Articulation	1
II 4	Vocal Technique	1
II 5	Expressive Voice	1
III 1	Evol. of Expression	6
III 5	Recitals	2
IV 1	Platform Deport.	1
IV 3	"Hamlet"	1
V 1	Anatomy	1
V 3	Physical Culture	2
V 10	Elementary Gesture	1
VI 1	Outline Hist. Lit	1
VI 2	What is Literature	1
VI 12	Rhetoric	2

	Second Year	Hours per week
	Opening Exercises	5
I 1	History of Oratory	1
I 3	Extemp. Speaking	1
I 4	Forensic Oratory	1
I 6	Analysis	1
II 2	Vocal Physiology	1
II 3	Articulation	1
II 4	Vocal Technique	1
II 5	Expressive Voice	1
III 2	Philos. of Expression	1
III 3	Advanced Interpret.	3
III 5	Recitals	2
IV 2	Pantomime	1
IV 3	"Hamlet"	1
IV 3	"Mer. of Venice"	2
IV 3	"Taming of the Shrew"	1
V 2	Physiology	1
V 5	Phys. Cul. (Normal)	1
V 6	Phys. Cul. (Drill)	1
V 10	Gesture	1
VI 4	18th Century Lit.	1
VI 11	Versification	1
VI 12	Rhetoric	2
VII 4	Psychology	1
VII 5	Ethics	1

	Third Year	Hours per week
	Opening Exercises	5
I 2	Bible & Hymn Read.	1
I 5	Debate	2
I 7	Original Oratory	1
II 4	Vocal Technique	1
II 5	Expressive Voice	1
III 3	Advanced Interpret.	2
III 5	Recitals	1
IV 4	"Romeo & Juliet"	3
IV 4	"Taming of the Shrew"	1
IV 7	Dramatic Training	2
V 7	Fundamentals of Physical Training	2
V 10	Gesture	1
VI 5	Literary Criticism	1
VI 8	Study of Kipling	1
VI 9	Study of Dickens	1
VI 14	Prose Forms	1
VII 2	School Management	1
VII 3	Normal Class	2
VII 5	Ethics	1

	Fourth Year	Hours per week
	Opening Exercises	5
I 5	Debate	1
II 4	Voice Technique	1
II 5	Expressive Voice	1
III 4	Critical Analysis	1
III 5	Recitals	1
IV 5	"Cymbeline"	1
IV 5	"Othello"	1
IV 6	Old Eng. Comedy	1
IV 8	Dramatic Art	1
IV 9	Impersonation	1
IV 10	Platform Art	1
IV 12	Study of Make Up	1
V 8	Educa. Gymnastics	2
V 9	Fencing	1
V 10	Gesture	1
VI 3	Hist. of the Drama	1
VI 6	Goethe's Faust	1
VI 7	Lyric Poetry	1
VI 10	Browning and Tennyson	2
VII 1	Hist. of Education	1
VII 5	Ethics	1

From the courses of each year each applicant for the Professional and Teachers' Diploma will elect twenty periods of work each week. None of these courses will be given unless elected by five or more students.

Read carefully Requirements for Admission and Requirements for Graduation, pages 12-13. The regular work of the College leading to the Professional and Teachers' Diploma demands of each student a minimum of at least twenty-five hundred hours of class work.

A course of fifty private and individual lessons is given to each candidate for the Professional and Teachers' Diploma who is during four years a resident student.

The Curriculum

THE methods of instruction of Emerson College differ fundamentally from those usually employed in teaching oratory. While many methods work for simulation of power, this method develops real power by cultivating those qualities of mind and heart which lie behind all expression, and which spontaneously create its requisite artistic forms.

There are seven general groups of studies, including about eighty courses, which may be designated as follows:

I. ORATORY
Public Speaking; Argumentation; Debate.

II. VOICE TRAINING
Voice Technique; Tone Expression; Vocal Physiology; Acoustics.

III. LITERARY INTERPRETATION
Evolution of Expression; Prose Forms and Poetic Interpretation; Critical Analysis.

IV. DRAMATIC AND PLATFORM ART
Shakespeare; The Poetic Drama; Practical Dramatic Training.

V. PHYSICAL TRAINING.
Anatomy; Physiology; Gymnastics; Expressive Physical Culture; Gesture.

VI. LANGUAGE AND LITERATURE
English Literature, Rhetoric and Composition.

VII. PEDAGOGY
Normal Training; Psychology; Logic; Philosophy.

The distribution of studies in the order of years will be seen in the following pages.

1. Oratory

PRESIDENT SOUTHWICK, MR. TRIPP, MR. KIDDER MR. WARD

1. History of Oratory. Lectures upon the lives and times of the great orators; critical study of famous orations; sources of the essentials of public speaking; methods of leading orators; study of examples from Demosthenes, Cicero, Burke, Pitt, Grattan, Henry, Webster, Lincoln, Phillips. [Second year].

2. Pulpit Oratory; Bible and Hymn reading. [Third year.]

3. Extemporaneous Speaking. Discussions upon current events and topics from history, biography, and literature; arrangement and analysis; the use of anecdote; post-prandial speaking; the delivery of original orations. [Second year.]

4. Forensic Oratory. Principles of forensic delivery; application to the preparation of school orations and declamations. Practical drill in assigned material. [Second year.]

5. Debate and Principles of Argumentation. [Third and fourth years.]

6. Psychologic and Pedagogic Principles in the analysis of Oratory, Literature, Music, and other forms of Art, and their practical application in literary interpretation. The study of the central idea in its obvious intent; the analysis of this idea, or the study of the parts; the relation or service of each part to the whole; the relation of these parts to each other as shown in the ultimate purpose. [Second year.]

7. Original Oratory. Theory and practice in composition and delivery of orations. A course for lecturers, preachers, lawyers, teachers and other public speakers. Analysis and criticism. [Third year.]

11. Voice Training

MR. KIDDER, MR. KENNEY, MRS. SOUTHWICK
MISS McQUESTEN, MRS. WILLARD

1. Acoustics. The science of sounds in Language; anatomy and physiology of the vocal organs; study of Bell's Method of Visible Speech, the mechanical basis for accurate pronunciation in all languages; diacritical marks; relation of pitch to resonance, overtones. [First year.]

2. Analytic study of English pronunciation and enunciation by the aid of Visible Speech. How to deal with vocal defects, peculiarities, and impediments in speech. How deaf-mutes may be taught to speak. Application of the art of Visible Speech to the pronunciation of foreign languages. [Second year.]

3. Articulation. Freedom for the organs of speech; placement, accurate moulding of the elements of speech, pronunciation. [First and second years.]

4. Technical Vocal Training. Physiology and hygiene of the voice. Fundamental conditions of voice production; relation of voice to the nervous system. Breath control; development of resonance; placing of tones; purity; tone projection; flexibility; compass; smoothness; power and brilliancy of tone; freedom; eradication of faults in use of voice. [First, second, third and fourth years.]

5. Expressive voice culture; voice as an interpreter of mental states; tone color and form; sympathy; beauty; relation of voice to imagination and emotion. [First, second, third and fourth years.]

III. Literary Interpretation

MR. TRIPP, MR. KIDDER, MRS. SOUTHWICK, MRS. BLACK, MRS. WILLARD, MRS. HICKS, MRS. WHITNEY, MRS. PUFFER, MISS SMITH MISS McQUESTEN, MISS SLEIGHT MISS CHAMBERLIN

1. Evolution of Expression. The sixteen progressive and graded steps through which the pupil may be brought to a realization of the criteria of the teacher. Study of selections from the great orators, essayists, dramatists, and poets, illustrative of these sixteen steps; the meaning of the steps and their relations and interdependence; drill work and application to the individual needs of the pupil. [First year.]

2. The Philosophy of Expression. Lectures upon the order of development of the powers of the human mind. The principle of evolution as illustrated in the history of art; significance of the "colossal," "effective," "realistic," and "suggestive" periods in art; laws of evolution as applied to the development of the powers of the orator; methods of developing these powers pedagogically considered. Lectures upon the higher criteria of criticism. [Second year.]

3. Advanced Interpretation. Expressive study of description and narration; epic and lyric and dramatic poetry, with special reference to the needs of the interpreter. Drill on the ten progressive steps of advanced criteria of expression. These steps follow logically the sixteen steps of the evolution. [Second and third years.]

4. Critical Analysis. Review of work and progress of the individual student. Personal criticism and guidance. [Fourth year.]

5. Recitals. Platform recitation for criticism. Music in selections; child impersonation; character delineations; dialect, humorous reading; writing of introductions. [First, second, third and fourth years.]

IV. Platform and Dramatic Art

PRESIDENT SOUTHWICK, MR. TRIPP, MR. BURNHAM, MRS. SOUTHWICK, MRS. BLACK, MRS. HICKS, MRS. WILLARD, MRS. WHITNEY
MISS SMITH

1. Platform Deportment. Laws governing motion in the human body; correct sitting, standing and walking; entrance and exit; platform methods and traditions. [First year.]

2. Pantomime; elementary principles; correction of defects and mannerisms in bodily expression; study of emotion in its effect upon voice and gesture; facial expression. [Second year.]

3. Plot, character study and interpretation of the plays of "Hamlet," "The Merchant of Venice" and "The Taming of the Shrew." [First and second years.]

4. Dramatic study of "Romeo and Juliet" and "The Taming of the Shrew." Presentation of scenes for criticism. [Third year.]

5. Interpretation and dramatic study of "Othello" and "Cymbeline" with preparation and presentation of scenes from these plays for criticism. [Fourth year.]

6. Presentation of scenes from the Old English Comedies, with criticism and character analysis. [Fourth year.]

7. Practical Dramatic Training; life study; costumed pantomimes; grouping and tableaux; criticism of standard plays; make-up and costume; lighting and color scheme; stage management; rehearsals and performances. [Third year.]

8. Dramatic Art, Study of farce, comedy, burlesque, melodrama, tragedy; plot, character, incident, denouement; the technique of the drama; dramatic criticism; stage deportment; presentation of scenes and one-act plays. [Fourth year.]

9. Impersonation and Monologue; study and discussion of the artistic principles involved; practice. [Fourth year.]

10. Platform art; public reading; the reader's technique; arrangement of programmes; dramatization of novels; choice, abridgment and adaption of selections for public reading. [Fourth year.]

11. Series of fifty private and individual lessons in platform art. [During course of four years.]

12. Study of make-up; theory and practice.

Dramatic study is given a prominent place in the work of the Emerson College because of its eminent value as a means of personal culture; because it cultivates the imagination, which is the mother of all art; because it broadens the sympathy, which is the inspiration of all true teachings; because it nurtures that sense of beauty which refines the character.

The development of the dramatic element and its place in education, together with its relation to character-building, are discussed, and plays are studied in their twofold relation as dramatic art and as literature. Pupils are not only given practical stage training, but, as prospective teachers, are taught how to produce and stage plays and entertainments of all kinds. The annual public presentation of plays provides special training and further advantages.

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v. Physical Training

DR. ALDEN, MRS. WILLARD, MRS. PUFFER, MISS SLEIGHT, MISS SMITH. MISS RIDDELL

1. Anatomy. The skeleton and its articulations; muscular system; applied law of muscular activity as related to physical training. [First year.]

2. Physiology. The circulatory system; digestion; nervous system; lectures in hygiene. [Second year.]

3. Expressive Physical Culture. Exercises for poise, presence, and bearing, for grace and ease of manner, for the vital organs, for strengthening the centres while freeing the surfaces. Physical training in its relation to health and beauty; psycho-physical culture; harmonic movements; marching. [First year.]

4. Measurements; chest development; breathing exercises; personal hygiene. Exercises, and their effect upon the circulation of the blood and the nervous system. The Four Divisions of the Emerson Exercises in their relation to unity and expression. Ease in force; theory and practice; exercises for the vital organs. [First year.]

5. Normal work. [Second year.]

6.* Aesthetic Dancing. Exercises in the fundamental positions. Harmonizing movements. Simple dances. [Second year.]

7.† Fundamentals of Physical Training. Talks and demonstrations on the principles and aims of gymnastics; the study of the various classes of exercises, their mechanics and progression, their physical, psychological and physiological effects. Personal hygiene, including health as a problem in vital economics; changes in the organism due to evolution and civilization, and the health problems arising therefrom; conditions necessary to the perfect state of the body and the activity of its various functions; causes of weakness, injury, degeneration, and disease; improvement of health and prevention of disease by hygienic means. Also practice of educational gymnastics, marching, games etc., as in 8. [Third year.]

8.‡ Theory of and practice in the taking of measurements and the plotting out of charts; methods of teaching; construction and equipment of a gymnasium. Practice of educational gymnastics, including marching, tactics, free standing and apparatus movements, with practical application of the laws of progression; gymnastic games, including basket ball. [Fourth year.]

9. Fencing. [Fourth year.]

10. Elementary Gesture. Physical exercises as a preparation for spontaneous gesture; responsive drill to establish ready co-ordination of mind and muscle; the distinction between the gesture of spontaneity and that of calculation; the physiology of gesture; the psychology of gesture. [First year.]

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*Advanced Aesthetic and Folk Dancing in Special classes.

†Although Educational Gymnastics will form the basis of this course, other branches of physical training will be discussed in order that the pupil may acquire an intelligent conception of the correct place of every kind of gymnastic movement in an ideal scheme of physical education. While a student is furnished with a sound knowledge, his spontaneity, individuality and personal power are cultivated.

‡In this course, thorough scientific training will be given, fitting students to present the work in normal and high school gymnasiums. Physical examination records will be taken in order that exercises may be prescribed for the needs of each student. Gymnasium suits and shoes will be required. These can be procured at several of the Boston shops where a special reduction is made to Emerson students.

Philosophy and Technique of Gesture. The Delsarte criteria of gesture. The translation of gesture at sight. Class and individual drill. [Second year.]

The Art of Gesture. Analysis of the three kinds of gesture: descriptive, sympathetic or objectively-emotional, subjectively-emotional. The study of gesture in relation to the forms of literature classified according to their dramatic significance in oral interpretation. [Third year.]

Rendering of selections, with criticism given especially to to the gesture. Normal work. [Fourth year.]

The Gymnasium Hall is fitted up with Swedish and German apparatus, and also with chest-weights, dumb-bells, wands, and Indian clubs, etc., all the apparatus being arranged so that the floor can be cleared in a few minutes. There are toilet-rooms, bath-rooms, and dressing-rooms supplied with lockers.

VI. Language and Literature

PRESIDENT SOUTHWICK, DEAN ROSS, MR. BLACK
MR. WARD, MR. TRIPP, MRS. SOUTHWICK
MISS CHAMBERLIN

1. Outline History of English Language and Literature. [First year.]

2. What is Literature? The early formative elements, the Celtic, Teutonic and Norman-French contributions; Chaucer, Spenser, Milton. [First year.]

3. History of the Drama. Early English dramatic forms; liturgical plays; miracle plays and mysteries; moralities; Elizabethan drama. [Fourth year.]

4. Eighteenth Century prose literature — Addison, Steele De Foe, Swift, Johnson, Goldsmith. [Second year.]

5. Literary Criticism. Poetry as a fine art; elements of poetical expression; ballad and lyric poetry; Burns, Scott, Wordsworth, Shelley, Keats. [Third year.]

6. A literary and critical study of Goethe's "Faust." [Fourth year.]

7. Development of lyric poetry (*First Semester*). Development of the novel (*Second Semester*). [Fourth year.]

8. Study of Kipling: critical and interpretative. [Third year.]

9. Study of Dickens, with preparation of material for Dickens lectures, interpretative recitals and readings. [Third year.]

10. Browning, Tennyson, and Pre-Raphaelite Poets, with special emphasis upon the choice, arrangement and preparation of the reader's programmes. [Fourth year.]

11. History and Principles of English Versification. [Second year.]

12. English prose composition. Weekly drills that consist of (*a*) the study of principles as set forth in the text-

book, (*b*) inductive application of these principles to pictures and to selections from literature, (*c*) class discussion of this application with comparison of individual opinions, (*d*) the writing of themes or exercises embodying the points discussed, (*e*) correction of this work after marginal criticisms have been made. [First year.]

13. English Prose composition. The methods used in course 12 applied to the further study of the subject. [Second year.]

14. Prose Forms. Study of description, narration, argumentation, exposition, criticism, in relation to composition and literary criticism. [Third year.]

VII. Pedagogy

Normal Training, Philosophy and Psychology

MR. WARD, MRS. SOUTHWICK, MRS. BLACK
MISS SMITH

1. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes. [Fourth year.]

2. School Management. Conducting the recitation; discipline; class methods; correlation of studies; school visitation; reports and discussions; themes. [Third year.]

3. Normal course; practice in teaching and school management; practical class work conducted by Seniors under direction of the instructor. [Third year.]

4. *Psychology; Logic. [Second year.]

5. Ethics; Manners; Personal Development. [Second, third and fourth years.]

* Course 4 aims at giving the student a good elementary knowledge of empirical psychology from a thoroughly modern point of view. In the exposition of the subject the natural order of psychological development is followed, the various elements of the mental process being simply described and explained; and their relation to each other and function in the formation and growth of consciousness are shown. The psychological method pursued is that advocated and made use of by such representative psychologists as James, Royce, and others.

Post Graduate Department

GRADUATES of Emerson College of Oratory are offered a complete graduate course, in which emphasis is laid on observation, research work, conference, normal instruction and dramatic training under the heads of the several departments, as well as option in pursuing such undergraduate courses as the individual members have not elected in work leading to a Diploma of Graduation.

While graduates of the college will recognize the opportunities for intensive and personal work afforded by this department, and teachers who have been some years in the class-room will appreciate the privilege of becoming familiar with the most recent principles and methods of the Emerson College, they will not fail to note, also, that the entire group of fourth-year studies and the Professional and Teachers' Diploma represent what at the time of their own graduation was the Post Graduate Course. Those who hold the Diploma of Graduation, and who enter hereafter upon the work of the Post Graduate Department, will complete a course of more than twenty hours per week, not heretofore included at all in the undergraduate courses. At its completion they may apply for the Professional and Teachers' Diploma.

The Post Graduate Department aims also to serve the needs of graduates of universities and academic colleges as well as of those who have taken the complete course at Emerson College. Many college graduates desire to add expressional and interpretative work to their previous training, either for cultural reasons, or to better fit themselves as teachers of English. Courses of study will be planned for them according to their needs and the time that they have to devote to such work.

The Saturday Course

IN ADDITION to the regular work upon Saturdays, special classes are arranged for those who cannot attend the college on other days. The course includes training for the voice and body, the principles of reading and delivery, and methods of teaching. Work is given for clergymen, lawyers, teachers and students of other schools. There is also a special Children's class on Saturday afternoons.

Evening Classes

Evening classes in Vocal and Physical Training, Reading, Oratory, Extemporaneous Speaking and Shakespeare, will be organized November 1, and continued for twenty weeks. Courses will be progressive, and credit for work accomplished will be given members who enter the regular college course.

This course is designed to meet the needs of business men, lawyers, teachers and others who cannot attend the day sessions.

Summer Sessions

1914

BOSTON	KNOXVILLE, TENN.
FOUR WEEKS	SIX WEEKS
BEGINNING JULY 6	BEGINNING JUNE 23

PRESIDENT SOUTHWICK, MR. TRIPP, MRS. SOUTHWICK, MISS SMITH, AND ASSISTANTS

THE object of the summer sessions is to give an opportunity to professors, students, and teachers in public schools to become familiar with

the principles of voice culture, gesture, and analysis as taught in this college. It affords teachers of elocution an opportunity for the discussion of subjects of interest to them, while ministers and all professional students gain much in knowledge of the powerful and effective use of the voice.

Credit for work done in the summer sessions will be allowed to students who enter the regular courses of the college.

Advanced classes will be organized, and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year.

The Boston Session will be held in the beautiful new home of the college in Huntington Chambers. Boston is a Mecca for summer visitors; its places of historic interest, its libraries and museums, its literary associations, its beautiful suburbs, its refreshing sea breezes, and the varied attractions of its harbor excursions bring thousands of pilgrims from all parts of the country. Students attending the Summer Session and desiring to study music will find abundant opportunity to secure such instruction in private or class work.

The Southern Session will be held under the auspices of the Summer School of the South, at Knoxville, Tenn. Pupils will have the advantage of connection with a finely equipped summer school devoted to instruction in language, literature, the sciences, and the arts. The location of the University, 1100 feet above the sea, in the broad valley of East Tennessee, surrounded by mountains, is unsurpassed for healthfulness and inspiring scenery. The University buildings stand in the beautiful Barbara park of forty acres, shaded and grass-covered, extending over the crest and sides of a high hill on the north bank of the Tennessee river, and commanding a magnificent view.

For further information respecting the summer sessions, address the Dean.

Methods of Instruction

Class

WHILE in music and many other studies private teaching obtains the best results, in the study of oratory many years of experience have demonstrated that much better and more rapid results are obtained in class than in private instruction. Oratory is essentially a social matter, and can never be acquired in solitude.

All the drill work of the college is given in small classes, so that, notwithstanding the size of the institution, such is the number of its instructors and class-rooms, and such is the arrangement of its courses, that each student has the benefit of as much individual attention as could be afforded by a small school of inferior equipment, and, moreover, enjoys the advantage of work with the large staff of able specialists.

While Emerson College is the largest institution of its kind in the world, each pupil receives the instruction best fitted to meet his particular needs. The individual and not the class is the unit.

Written examinations and other tests of proficiency will be given in all subjects at the end of each year, and, in most departments, during each term.

Private

Each regular student who is a candidate for the Professional and Teachers' Diploma will receive, in addition to class instruction, fifty private and

individual lessons. These will be given at such times and upon such subjects as, on consultation with the Faculty Advisers, are found most largely helpful to the personal development of the student. This special and personal teaching is not extra, but is included in the tuition of the courses. Thus the students have all the advantages of both class and private instruction. No lesson lost through non-payment of the term tuition, absence, or failure to keep appointment will be made up.

Recitals*

RECITALS are held regularly every week during the entire course, the students of all classes reciting from their repertoire before their classmates. This work is in charge of the Faculty, and is designed to test the progress of the student in the regular class-work and to afford additional opportunities for platform practice. Members of the third and fourth year classes give their recitals before audiences of several hundred. In these public performances they gain confidence in themselves, and actual experience in appearing before and entertaining large gatherings.

Readers and Lecturers

GRADUATES are very prominent before the public as readers and lecturers. At least fifty, during the last season, have been given lead-

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*A catalogue of selections for recitation may be obtained by writing to Students' Supply Department, Emerson College of Oratory, Boston.

ing places in the companies under the management of the entertainment bureaus of this and other large cities.

Managers of Lyceums, concerts and lectures, may secure the services of lecturers and readers on application to the Dean. The constant demand for readers in the city and vicinity gives opportunities for practice to properly qualified students.

Teachers

EMERSON COLLEGE graduates are teaching in leading institutions in all parts of the United States and in Canada, and a number even larger are engaged in successful and remunerative private work. During the past year seventy positions in high and normal schools, seminaries, academies and colleges, have been filled by graduates of Emerson College. At least ten of these are in colleges and as many more in excellent normal schools.

The call for trained teachers in expressional English is increasing, and a most gratifying answer is thus made to the higher requirements for admission and the severer work required during the course.

Agencies and institutions desiring teachers will be put in communication with eligible candidates on application to the Dean.

College Activities

ONE of the strong influences of the college is the Young Women's Christian Association. The object of this Association is to develop Christian

character and to accomplish active Christian work. Devotional meetings are held on Friday at 2 p.m. each week at the college. Prominent pastors and other religious workers speak at these meetings; there is also an opportunity to hear good music. The Association gladly welcomes all new students and wishes to be of service to each.

The Southwick Literary Society, organized for the discussion of educational topics, the presentation of art recitals, and the promotion of helpful social relations, has had many years of useful existence. Through the efforts of this organization the College Library was established.

A Canadian Club, now entering upon the seventh year of its existence; a Southern Club, and several state and local organizations, serve to draw students of various localities into closer union.

The Emerson College Magazine

THE Emerson College Magazine is issued by the Magazine Association. Its general purpose is to raise the standard of instruction in oratory throughout the country by bringing it into line with the most approved pedagogical methods. It also aims to elevate the literary character of the reading-platform, so that recitals shall become recognized as a vital interpretation of our best English and American authors. It publishes contributions from teachers, authors, graduates and friends of the institution; criticisms of standard and current literature, especially that suitable for platform work; and news of interest in and about the college. Seven numbers are issued during each scholastic year.

Cost of Instruction

THE scholastic year is divided into two semesters of fifteen weeks each.

Cost of each semester of attendance	$75
Each semester of attendance during the Post-Graduate Course	50
Pupils on Saturdays only, during the year	40
Children's class, Saturday afternoons only, during the year	15
Evening School	15
Boston Summer School	25
Diploma or certificate fee	5
Entrance examination fee	2
Gymnasium fee (elective course)	3
*Matriculation fee, including subscription to the College Magazine and admission to general lectures, and to the annual course of evening recitals by leading platform artists	3

No member of the college may receive any private instruction unless his term bills have been paid. Lessons lost through delay in the payment of tuition, sickness or absence of the pupil will not be made up.

There are no fees but those mentioned in "Cost of Instruction." All books and stationery may be purchased at the college.

Tuition must be paid in advance. Students are not allowed to remain in classes when term bills are not paid promptly. No tuition will be refunded except in case of twelve months' sickness.

* Matriculation is required of all students, regular and special.

Cost of Living

A NUMBER of private houses have been secured and furnished as homes for the students. Although not under the business control of Emerson College they are ably supervised by directors in sympathy with the college. The object is to give the students the protection of a college dormitory, together with a home atmosphere and the service of a first-class boarding-house. Chaperones reside at each house, and, by special arrangement by parents, attendance upon young girls may be secured at any time. The social advantages of the college residences add much to the enjoyment of the students during their stay in Boston, and it is the effort of the management to make these residences as home-like as possible, and to bring the students and the college into closer touch.

Students who have had rooms assigned to them, may, if they desire, be met at the station and conducted directly to the college residences.

Special arrangements have been made with the Armstrong Transfer company to take charge of baggage and secure carriages for our students upon their arrival. Their agents may be found in all stations.

The chief annual expenses of an undergraduate student, not residing at home, will be about as follows: —

For tuition	$150
Room and board	$150 to 350
Textbooks, stationery, etc.	$15

Students

Post Graduate Class

Aune, Lillian M.
Wisconsin

Bassett, Inez Washburn
Massachusetts

Bell, Laura Elizabeth
Vermont

Blanchet, Mary Francesca
New Hampshire

Brown, Lillian Marie
Massachusetts

Cody, Mary A.
Massachusetts

Dodd, Docia
Washington

Felker, Eva Eleanor
Iowa

Ferris, Caroline Wood
California

Green, Amelia Myrl
New Brunswick

Hinckley, Florence S.
Massachusetts

Hutchinson, Myrtie May
Massachusetts

La Vigne, Amy Loyola
New York

Leslie, Ida Matilda
Nova Scotia

McKown, Lenella Baker
Maine

Matheson, Jessie Mackenzie
Nova Scotia

Newton, Olive Olga
Massachusetts

Rae, Elizabeth Janet
South Dakota

Roy, John James
New York

Smart, Esther W.
California

Sullivan, Ellene M.
Pennsylvania

Whitaker, Josephine Wood
Massachusetts

Willis, Rose J.
Virginia

Senior Class

Bailey, Alice Lorraine
Maine

Bailey, Ethel Vienna
Massachusetts

Bassett, Octa L.
New York

Bachelor, Beulah
New York

Bean, Mary Florence
Idaho

Beard, Ethel Iola
Iowa

Beattie, Elizabeth Lorraine
New York

Bennett, Meta Evelyn
Massachusetts

Beraud, Virginia
Texas

Brown, Alice Frances
New Hampshire

Brown, Mary Morgan
Alabama

Burton, Isabel
Florida

Carpenter, Romaine Beach
New York

Chapman, Gertrude Craig
Massachusetts

Chase, Mollie Caroline
New Hampshire

Cogswell, Theresa Zaidee
California

Conway, Margaret Brown
Virginia

Curtis, Laura Blanche
New Brunswick

Dahl, Sara Eliza
North Dakota

Davis, Elizabeth May
Louisiana

Deming, Dorothea
Connecticut

Dietrich, Marie Vivian
Tennessee

Dodson, Xava Drucilla
Oregon

Ferguson, Willie Leonora
Arkansas

Fishel, Pearl Williams
North Carolina

Gallagher, Emma Belle
Nebraska

Gordon, Elsie Mae
Indiana

Graf, Zinita Barbara
Iowa

Grant, Marion
Washington

Harris, Hilda M.
New Jersey

Henderson, Minnie K.
Illinois

Igo, Adelaide V.
New Hampshire

John, Frances Marion
Pennsylvania

Johnson, Mildred Eleanor
Massachusetts

Jones, Hazel Alta
Vermont

Jones, Melrose Joseph
Texas

Kent, Alice May
Georgia

Langford, Mary V.
Minnesota

Loughran, Ruby Shelton
California

Lyndon, Judith H.
Georgia

Lyon, Mattie Faith
Pennsylvania

McClanahan, Helen Louise
Illinois

McDonough, Bertha
Massachusetts

MacKay, Katherine MacD
Nova Scotia

McMichael, Bessie Belle
North Dakota

Mentzinger, Marion J.
New York

Michel, Frieda
Illinois

Mix, Edna Mildred
Kansas

Moir, Elizabeth Putnam
Nova Scotia

Newbold, Florence Lukens
Pennsylvania

Newton, Joseph Stanley
Arkansas

O'Connell, Sadie A. R.
Massachusetts

Relyea, Maude Leonora
Ontario

Reynolds, Lucile De
Massachusetts

Riddick, Sue Wingfield
Virginia

Riseley, Mattie
New York

Schroeder, Helen
Minnesota

Scribner, Stasia J.
Maine

Simons, Frances Folsom
Pennsylvania

Somers, Ida Mae
Kansas

Sparrell, Doris Cushing
Massachusetts

Stevenson, Fern
Michigan

Stiles, Florence Churchill
New York

Stokes, Katurah Gertrude
New Jersey

Strickland, Margaret Alice
Massachusetts

Sullivan, Elizabeth
New York

Tanner, Hazel A.
Kentucky

Tarrant, Ruth Madeleine
New York

Thornton, Anna Leah
Kentucky

Timmerman, M. Ruth
New York

Tobin, Mary Isabel
Massachusetts

Towne, Marie Reed
California

West, Jean Edith
Wisconsin

West, Louise
Alabama

Windsor, Jennie Ella
New Brunswick

Winslow, Arthur Francis
Massachusetts

Wolstad, Dorothy Mellen
Massachusetts

Junior Class

Baxter, Helen R.
Nebraska

Benjamin, C. Evelyn
Vermont

Bigler, Grace M.
Ohio

Bradford, Vera
Massachusetts

Bradley, Frances
Connecticut

Bromley, Lola M. S.
Pennsylvania

Brown, Emily Freeman
North Carolina

Chandler, Marjorie M.
Massachusetts

Cole, Hazel Eleanor
Ohio

Conant, Alice M.
Vermont

Dickson, Irene
Texas

Evans, Alice M.
New Jersey

Farwell, Rebecca Caroline
Massachusetts

Fisher, Edna Miller
Pennsylvania

Flanders, Edwin Daniel, Jr.
New Hampshire

Frazine, Minnie Bell
Pennsylvania

Freidinger, Laura Margaret
Illinois

Gildersleeve, Amy
Connecticut

Goodrich, Edith
Minnesota

Grunewald, Marguerite A.
Illinois

Hainline, Margaret Louise
Illinois

Hawkins, Ethel Florence
Massachusetts

Henry, Helene Mar R.
Connecticut

Jette, Georgette H.
Connecticut

Jones, Edith Carolyn
Pennsylvania

Lovejoy, Albert Russell
Massachusetts

MacAloney, Jessie
Nova Scotia

MacDonald, Clara Jean
Washington

Mace, Louise Lansing
Massachusetts

MacGill, Mary Genevieve
Pennsylvania

Marriman, Nelly
Pennsylvania

Meredith, Laura Mae
New York

Miller, May Mitchell
New York

Morrison, Gertrude
Massachusetts

Perkins, Lois
Connecticut

Perry, Beatrice Elinor
Massachusetts

Privett, Olivia
Alabama

Root, Margarette Josephine
Illinois

Scott, Edith Romig
Massachusetts

Seibel, Marguerite
Pennsylvania

Slocum, Gladys
South Dakota

Smith, Albert Francis
Connecticut

Smith, Jennie Pulaski
South Carolina

Snyder, Verda A.
Maryland

Southwick, Ruth
Massachusetts

Sturdivant, Elizabeth M.
New Mexico

Vincent, Marion Frazer
New York

Warren, Mabel Enid
Missouri

Waterhouse, Gladysmae B.
Maine

Westbrook, Florence
New York

White, Alice Frances
New York

Williamson, Naomi
Oregon

Wright, Nancy Redington
California

Freshman Class

Alexander, Percy E. B.
Maine
Bailey, Florence Elizabeth
Massachusetts
Baldwin, Anna Speidell
Massachusetts
Bartel, Helen Hortense
Massachusetts
Bauer, Helen Clarissa
Massachusetts
Canaga, Dorothy
Massachusetts
Carter, Harriet May
Massachusetts
Cary, Mildred Ruth
New York
DeLaney, Ethel Eleanor
Tennessee
DeWire, Mary Esther
Massachusetts
Eaton, Alma Faye
Maine
Elliott, Florence May
Kentucky
Greene, Ethel Susanna
Rhode Island
Haszard, Jessie Craig
Prince Edward Island
Hoffman, Abigail E.
Michigan
Hopkins, Dorothy Caroline
Illinois
Hubbard, Fred W.
Massachusetts
Hunt, Gladys Eugenia
Massachusetts
Hutchins, Nettie Myra
Maine
Jack, Eleanor W.
New York
Jenkins, Phyllis
Massachusetts
King, Vivian Helen
New York
Leach, Marjorie Hayward
Massachusetts
Longstreet, Margaret Laurita
New York
McAleer, Leoda
Indiana
Minahan, Ann Bertilla
New York
Moesinger, Lena
Pennsylvania
Morris, Frances Evelyn
Ohio
Nygren, Astrid Wilhelmina
New York
Olin, Rhea May
Michigan
Pearson, George Francis
Indiana
Pinsky, Bessie
Massachusetts
Price, Edythe Robinson
Maryland
Reed, Helen Lozina
Massachusetts
Rothwell, Stella Dorothy
Massachusetts
Sanborn, Elsie Cofran
New Hampshire
Sayer, Mary F.
New York
Smith, Laurence Joseph
Pennsylvania
Southwick, Mildred
Massachusetts
Spalter, Elizabeth
Pennsylvania

Sprague, Theodate
Illinois
Tack, Elizabeth H.
New York
Tull, Catherine
Maryland
Upson, Lucy Hazel
Illinois
Vail, Anna Wright
New York
Van Hoesen, Estelle
Minnesota
Walker, Carolyn Velma
Massachusetts
Walker, Freda Lorraine
Massachusetts
Watson, Hazel
Ohio
Weed, Evangeline A.
Massachusetts
Wells, Marion Anne
Massachusetts

Special Students

Barney, Hazel G.
Colorado
Blakeley, Dorothy
Massachusetts
Broadmarkle, Mrs. J. E.
Kansas
Daily, Florence M.
Massachusetts
Davis, Robert H.
Maryland
Dudgeon, Venita Ruth
Massachusetts
Emerson, Margaret
Massachusetts
Garrett, Florence Archer
Massachusetts
Glen, Mary Catherine
Washington
Gore, Henrietta A.
Massachusetts
Hamilton, Mabel C.
Vermont
Hamilton, Mary Louise
Vermont
Harris, Signa James
Massachusetts
Helm, Marie Agnes
Massachusetts
Henry, Gwendolyn
Pennsylvania
Hick, Clifford B.
England
Hill, Maud M.
Massachusetts
Howell, Caroline Wood
Massachusetts
Kierstead, Mabel G.
New Jersey
Leavitt, Helen Ela
Massachusetts
Lord, Elizabeth W.
Massachusetts
Lyon, George Jr,
Nebraska
Merrill, Ruth
Massachusetts
Nichols, Alice E.
New Hampshire
Owen, Julie Gore
Massachusetts
Patton, Albertine Anna
Vermont
Patterson, Eleanor
Massachusetts
Payne, Melvin D.
Nebraska

Pomeroy, Harriet Piper
Maine
Porter, Edith Burton
Massachusetts
Porter, Katherine A.
Ohio
Richards, Caroline
Massachusetts
Roberts, Lucy C.
Georgia
Robings, Rubie F.
Illinois
Saunders, Frances A.
Massachusetts
Sloane, S. Evelyn
Florida
Smalley, Shirley
Massachusetts
Sternberger, Elsie
Massachusetts
Van Allen, Eleanore
Massachusetts
Vinick, Charles
Massachusetts
Washburn, Mabel V.
Massachusetts
Wheelock, Ella Medora
Massachusetts

Saturday School

Grover, Olive R.
Massachusetts
Lannigan, Margaret
Massachusetts
Luke, Evelyn
Massachusetts
Macdonald, Annie G.
Massachusetts
Meltzer, Lillian N.
Massachusetts
Perkins, Susan S.
Massachusetts
Rich, Alfred B.
Massachusetts
Sharaf, Edith E.
Massachusetts
Woodward, Bernice W.
Maine

Evening Class

Ahern, May
Massachusetts
Archibald, Edith M.
Massachusetts
Baggs, Louise Lillian
Massachusetts
Barnes, Fannie F.
Massachusetts
Bergin, Michael A.
Massachusetts
Berman, Lillian R.
Massachusetts
Bird, Mary
Massachusetts
Brown, Jennie M.
Massachusetts
Clement, B. Dorothy
Massachusetts
Cochran, Clayton J.
Massachusetts

Edgecomb, Helen
Massachusetts
Flanders, E. D., Jr.
New Hampshire
Ford, Elizabeth C.
Massachusetts
Graham, Mary H.
Massachusetts
Greene, Gertrude M.
Massachusetts
Hart, Charles J.
Massachusetts
Hathaway, Maude E.
Massachusetts
Hubbard, Fred W.
Massachusetts
Lynch, Michael Francis
Massachusetts
McClellan, Lillian
Massachusetts
Mix, Edna M.
Kansas
Moore, Howard
Massachusetts
Morrison, Catherine
Massachusetts
Otzen, John E.
Massachusetts
Phillips, Carrie Belle
Massachusetts
Porter, E. M.
Massachusetts
Powell, Alice M.
Massachusetts
Resnick, Joseph J.
Massachusetts
Rosencranz, Amy E.
Massachusetts
Saunders, Hazel H.
Massachusetts
Shirmer, J. Walter
Massachusetts
Sternberg, Joseph E.
Massachusetts
Uhl, William F.
Massachusetts
Walker, Julia Estelle
Massachusetts
Wood, Marjorie P.
Massachusetts

Summer Schools

Abernathy, Sidney G.
Tennessee
Adair, Inez
Georgia
Alexander, Mrs. G. A.
Georgia
Alexander, Mary Kate
Kentucky
Allen, Eli
Tennessee
Arnold, Mary Katheryne
Kentucky
Arnold, Sue V.
Kentucky
Baker, Minnie
Tennessee
Barnby, Philip E.
Florida
Beasley, Mary Lelia
Arkansas
Benley, Clara
Tennessee
Bernard, Annie W.
Mississippi

Black, Daisy
Tennessee

Booth, Lula Maie
Tennessee

Bradley, Ellen P.
Mississippi

Bradley, Kanella
North Carolina

Brewer, Stella V.
Georgia

Brogdon, Nettie E.
Tennessee

Bromley, Mrs. Lola M. S.
Pennsylvania

Bull, Carrie L. C.
Virginia

Caldwell, Mrs. L. B.
Georgia

Cameron, Mrs. Vivian
Massachusetts

Cawood, Mary Charles
Tennessee

Charlton, Julia U.
Georgia

Champ, Beulah G.
Nebraska

Chase, Mollie Caroline
New Hampshire

Chastain, Maud
Tennessee

Chatten, Mrs. L. W.
Kentucky

Churchill, Helena B.
Minnesota

Coad, Deana Mary
Pennsylvania

Cobb, Lucile M.
Alabama

Collier, Lona E.
Georgia

Connolly, W. B.
North Carolina

Coppage, Eliza Anne
Virginia

Crowder, J. N.
Tennessee

Dailey, Hale
Tennessee

Dailey, Mirian
Tennessee

Davidson, Percy Bernard
Massachusetts

Dawson, Daisy S.
New York

Day, Ida
Tennessee

Dean, Grace
Texas

Dillard, Leila
Georgia

Duncan, Lucie
Mississippi

Easley, G. H.
Tennessee

Ely, V. Beatrice
Pennsylvania

English, Flora Jean
Florida

Frost, Madeleine A.
New York

Gates, Eva M.
Florida

Gipson, Maude
Alabama

Godhee, Lena B.
Georgia

Godfrey, Louise
Tennessee

Gorman, Bertha F. M
Prince Edward Island

Graham, Kate
Tennessee

Gregory, Olivia S.
Missouri

Gruver, J. H.
North Carolina

Guigor, Stephen C.
North Carolina

Hammond, Lillian
South Carolina
Harris, Lucie V.
Georgia
Harrison, Arlye
Georgia
Hartigan, Lillian R.
Massachusetts
Hays, Helen
Missouri
Hellams, Martha W.
South Carolina
Herbert, Louisiana M.
Louisiana
Heyser, Emma Gene
Texas
Hinckley, Florence S.
Massachusetts
House, Vera
North Carolina
Householder, Elsie
Tennessee
Hoxie, Fern Leola
Maine
Hunt, William Carl
Kentucky
Hunt, Zona
Georgia
Hutchinson, Myrtie
Massachusetts
Jackson, Howard E.
Maryland
Jackson, J. B.
South Carolina
Johnston, Frances E.
Colorado
Jones, Rebecca Edwards
Tennessee
Keeling, Marie
Tennessee
Kent, James P.
Massachusetts
Key, Mary Belle
Mississippi
Kingsbury, Nella
Massachusetts
Krumrine, Elsie
Georgia
Landis, Bessie N.
Indiana
Lane, Lizzie
Alabama
Leach, Anna
New York
Lyons, Mrs. A. M.
Tennessee
MacCartney, Nannie Claire
Pennsylvania
McKinney, Hallie E.
Tennessee
McKinney, Leila M.
Tennessee
Mallonee, Thomas F.
Maryland
Martin, Mrs. L. J.
Tennessee
Martin, Emmie
Alabama
Martin, Esther
Georgia
Martin, Frances
Florida
Mazur, Hazel H.
New York
Melton, Sarah E.
Alabama
Mitchell, Mabel
Tennessee
Moore, Louise
Georgia
Morris, Herbert H.
Tennessee
Morse, Charles
Tennessee
Mouldin, C. M.
Alabama
Neel, Daisy
Georgia

Newman, Kate
Mississippi

Newton, Olive Olga
Massachusetts

Ogle, George A.
Tennessee

Penick, Eva Gibson
Kentucky

Peter, Lilly
Arkansas

Phelps, Mrs. M. M.
Mississippi

Phillips, Arabella
Texas

Prowell, Lillian S.
Louisiana

Ransom, Ellen A.
Colorado

Reding, Rose
Tennessee

Reeves, J. Walter
New Jersey

Reynolds, Stella
Georgia

Risner, Emry Eaton
Tennessee

Robbing, Mary L.
North Carolina

Rodgers, Rosa Judson
Tennessee

Rodgers, W. C.
South Carolina

Rosamon, Anna
Tennessee

Rousseau, Emmie
Georgia

Rutledge, L. D.
Alabama

Rutledge, Mrs. L. D.
Alabama

Schench, B. Birdina
Florida

Seibel, Marguerite
Pennsylvania

Sharpe, Mrs. Thomas J.
Illinois

Seymour, Whitney M.
Wisconsin

Shields, Elsie
Louisiana

Simpson, George E.
Tennessee

Simpson, Grace
Texas

Siren, Alvina Maria
Finland

Sloan, Evelyn
Florida

Smith, Dorothea H.
Florida

Smith, Elizabeth
Kentucky

Smith, Jessie Goldthwaite
Massachusetts

Smith, Josephine V.
South Carolina

Smith, Jennie P.
South Carolina

Smith, Katiebel
Mississippi

Smith, Mae
Texas

Spross, Harold E.
Michigan

Sullivan, Lura
North Carolina

Tappan, Isabella
Ohio

Tarr, Terry S.
Tennessee

Thomas, Ruth
Tennessee

Tolles, Sheldon Hitchcock, Jr.,
Ohio

Theisen, Clara M.
Minnesota

Tupper, Louise Etta
Massachusetts

Turner, Mary Lee
Georgia
Waddell, Maude
Tennessee
Wash, Cullie J.
Georgia
Watson, Lula
Texas
Waxham, Faith C.
Colorado
Way, Nina
Georgia
Way, Olive B.
Georgia
Weeks, Marion I.
New York
Whitaker, Arthur
Tennessee
Whitten, Millie B.
Oregon
Willoughby, Evelyn
Tennessee
Wilson, Mrs. J. B.
Alabama
Wood, Ruth
Tennessee
Woods, Henry M., Jr.
Tennessee
Wyatt, Rosa
Georgia
Yeatman, Fannie M.
Alabama

Alumni Association

OFFICERS

Charles W. Kidder, '89, *President*
Mary L. Sherman, '93, *Vice-President*
Priscilla C. Puffer, '98, *Secretary-Treasurer*

Executive Committee

Phineas P. Field, '83
Jessie E. Southwick, '85
Lilia E. Smith, '89
Walter B. Tripp, '89
Maud Gatchell Hicks, '93
Theresa Kidder, '98
Edwin Morse Whitney, '02
M. Ella Ball, '97
Elizabeth Baker, '08
Amelia Myrl Green, '13

THE Emerson College Alumni Association, formed in 1889, holds annual meetings, and has already laid the foundation of an endowment fund, secured the publication of the Magazine; and its members have in various ways helped to extend the influence of their Alma Mater.

Association meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises. The date for 1915, will be May 4.

Alumni meetings are held frequently at the college, and members of the association are invited to visit regular classes which may be in session before the hour of the meeting.

It is desired that information concerning past members of the college be sent to the Registrar of the Emerson College. Graduates and former students are requested to send him immediate notification of any change of address. A copy of the Annual Catalogue will be sent to any addresses furnished for this purpose.

CHARLES WINSLOW KIDDER, Registrar,
Emerson College of Oratory.

Alumni Clubs

LOCAL Alumni Clubs have been organized in various sections of the country to keep alumni and former students in closer touch with the College, and to promote its welfare.

Regular meetings are held by all these clubs, and all former students in the vicinity are urged to attend.

The members of these organizations may be applied to at any time for personal information concerning the College and its work. The addresses of two members of each organization are given to aid any who seek information concerning the Club or the College.

In order of formation the clubs are: —

1. *Emerson College Club of Hartford*
   Mrs. Claire Plummer Dresser, 276 Edgewood St., Hartford, Ct.
   Miss Bernice Loveland, Highland Court, Hartford, Ct.

2. *Emerson Club of Boston*
   Mrs. Gracia Bacon Moody, 17 Davis St., Arlington, Mass.
   Miss Hattie Belden Ward, 291 Tremont St., Newton Mass.

3. *Emerson Alumni Chapter of the North West, Minneapolis, Minn.*
   Prof. Chas. M. Holt, Minneapolis School of Music
   Mrs. Alyda D. MacLain, Graham Hall, Minneapolis, Minn.

4. *Emerson College Club of New York*
   Mrs. Olive Palmer Hansen, 125 Primrose Ave., Mt. Vernon, N. Y.

Mrs. Ethel Hornick Walker, 58 West 50th St., New York City.

5. *Emerson College Club of Chicago*
   Maurice S. Kuhns, 4707 Berkley Ave., Chicago
   John Merrill, 450 Roslyn Place, Chicago

6. *Emerson College Club of Rhode Island*
   Adelaide Patterson, State Normal School, Providence, R. I.
   Jennie Billings Stanton, Westerly, R. I.

7. *Fargo-Moorhead Chapter of Emerson Alumni*
   Maude Hayes, State Normal School, Moorhead, Minn.
   Mrs. Sara Neil Dowling, Fargo, North Dakota

8. *Emerson College Club of Los Angeles*
   Mrs. Alice Osden Hunnewell, State Normal School
   Elizabeth Cloud Miller, Los Angeles High School

9. *Emerson College Club of Syracuse*
   Minabel Garrett, 822 Summer Ave., Syracuse, N. Y.
   Rebecca Swartwood, Fine Arts College, Syracuse, N. Y.

10. *Emerson College Club of Georgia*
    Florence M. Overton, Brenau College, Gainesville, Ga.
    Augusta B. Center, Gordon Institute, Barnesville, Ga.

Story Telling

"Good story telling may be utilized in so many subjects of the curriculum for so many purposes and in so many departments of education within and without the school; its artistic possibilities are so great, the present momentum of interest is so strong and so well justified by science, that we may expect to see a widespread use of the story as a method of education. We may expect to see story telling become a part of the equipment of all teachers, and the story literature of the world become more and more accessible and better adapted to the child, and it is likely that the professional story teller will again flourish among us as in the days before books and schools robbed him of his art."

GEORGE EVERETT PARTRIDGE, Ph.D.

In view of the wide spread interest in the subject a course in story telling will be added to the curriculum, as "I–8" (see page 19 of catalogue).

A. Theory.

Lectures on the purpose of Story Telling and Selection of Material; Adaptation of Stories and the Art of Telling the Story.

B. Practice.

Each student will receive individual training in the interpretation and rendition of the story. Further opportunities for practice will be provided in connection with social settlement activities, school and library centres. (Third Year).

The course is arranged also with special thought of the needs of teachers of public schools, and is open to them and to other special students, if taken in connection with related courses in physical and vocal training and expression. The course will be scheduled for Saturdays.

Writing of Plays

Recognizing the increasing popular interest in the Drama and its educational value, a new course in the Technique of the Drama will be given, commencing with the regular term September 1915. This course will involve the actual writing of plays and the problems of producing the same.

This work is of value not only to those who wish to write for the theatre, but to those who are called upon to dramatize material and to present original plays for the School or Club stage.

The opportunity to try out such material by actual performance is unexcelled in a school like Emerson College, and such opportunity will be afforded for plays written by members of the course which may merit such distinction.

Technique of the Drama

A. Theory. Lectures on the technical requirements in the writing of a play; theme, plot, structure, characterization, dialogue. The principles of adaptation, and the relation of the drama to the novel and short story.

Class discussion and criticism of the plays written by members of the course. Conferences.

B. Practice. Two pieces of work will be required from each member of the class: an adaptation in one act, and a one act original play. Should time permit, a long play of at least three acts may be required.

The actual problems of producing a play are set forth in present courses "IV–7" and "IV–8" (see page 22 of the catalogue), and members of the new class will be expected to produce at least one original one act play in conjunction with the above courses. The test of adequate acting and appropriate setting before a real audience will afford a basis of criticism by which the author may round out his play into final shape.

This course "IV–13" is intended primarily for third and fourth year students at Emerson College, and will be limited to ten members. All applications for this course in 1915–16 must submit an original play to Prof. Walter B. Tripp, Emerson College of Oratory, by August 1, 1915. All who take this new course will be expected to take "IV–7, Practical Dramatic Training," or "IV–8, Dramatic Art," and "VI–1, History of the English Drama."

(Over)